Program Evaluation Survey

CONTACT INFORMATION FOR THIS PROGRAM

1. County	Santa Barbara
2. Program Name	Aftercare Transition Program
3. Mailing Address	Santa Barbara County Probation Department, 2121 S. Centerpoint Parkway, Santa Maria, CA 93455
4. Research Manager	Frank Scozzari
5. Research Manager's Phone	805-739-8607
6. Person responsible for Data Tracking	Dennis Bougher
7. Phone/Fax of Data Tracker	805-739-8518 **FAX** 805-739-8601
8. Contract Researcher(s)	Michael Furlong, Ph.D., Manuel Casas, Ph.D. 805-893-3383

THE PROGRAM

9. Briefly describe interventions that will be used in this program.

The Aftercare Project will provide a day report center, immediate transitional schooling for youth returning to the community and a three to nine month aftercare program which will provide intensive supervision and guidance by the juvenile Probation authorities as well as a system of immediately available and readily accessible educational, treatment and training opportunities.

10. Briefly describe, in general terms, the expected beneficial effects of the program (especially the benefits as they relate to what you are going to measure; e.g., if the primary dependent variable is "grade point average," then the goal would be to improve the grade point average.

At the macro level, the program is expected to deter high risk offenders from further involvement in the juvenile justice system, and enhance their opportunity for success as they transition from a structured and disciplined residential setting. Anticipated benefit include a decrease in risk factors, such as frequency, and severity of subsequent law violations, suspensions, behavior referrals, gang membership, and out of home placement; and an increase in protective factors such as, successful completion of probation, school attendance/performance, promotion to the next grade level, and completion of restitution and community service work.

11. Name and briefly describe the type of research design that you intend to use to determine whether or not this program produces the desired outcomes.

A longitudinal within-subjects repeated measure design will be used to examine desired outcomes with participants acting as their own controls. The within subject repeated measures will assess the impact of the intervention at specific time intervals (e.g., intake, at exit, and at subsequent annual program exit anniversaries).

12. Briefly describe the process evaluation research that you intend to conduct.

We plan to administer a modification of a Local Interagency Collaboration Checklist (LICC) to program leaders, line staff, and consumers to solicit their feedback about the nature and quality of the collaborative efforts of the public and private agencies involved. This questionnaire measures satisfaction with interagency processes, coordination among care agencies, and conflict among interagency participants. It is being used in Santa Barbara County's Multiagency Integrative System of Care Program at this time. Specific items refer to perceptions regarding: 1) Level of coordination between providers; unity and common goals; complimentary services; worthiness and effectiveness of interagency collaboration; improvement of services; advantages over disadvantages. 2) Following routine procedures and rules. 3) Meaningfulness of family input and concerns of other agencies. 4) Awareness of cultural differences in informal/formal networks of support, appropriate resources, service coordination, and needs not addressed by public systems.

COMPARISON GROUP

13. Will there be a comparison group?

Yes

14. If you answered 'no' to #13, how will the effectiveness of the program be evaluated?

N/A

15. Will the treatment and comparison group subjects be randomly assigned from the same pool of subjects?

No

16. If you answered 'no' to #15, what kind of comparison group will you use?

We will compile a matched comparison group randomly selected from the archival data of youths who entered the Santa Barbara County Juvenile Probation system in the Santa Maria area during the 1994-1996 time period.

17. Briefly describe the process for identifying and assigning the comparison group subjects.

We will compile the characteristics of youths who entered the Santa Barbara County Juvenile Probation system in the Santa Maria area during the 1994-1996 time period and compile their probation history for the first three years post-probation contact. From this pool, we will randomly select a comparison group matched by age, gender, zip code of residence, and other key characteristics.

18. List the criteria for participation that must be met by the comparison group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).

Comparison group subjects must be youths who entered the Santa Barbara County Juvenile Probation system in the Santa Maria area during the 1994-1996 time period.

19. List any other independent variables that you will be collecting for the comparison group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).

Educational performance. Achivevment data. Child and family risk factors. Individual and family demographic variables. Juvenile Justice contracts/records. Child and family strengths.

20. Will the comparison group be matched to the treatment group in terms of any variables?

Yes

21. If you answered 'yes' to #20, list the matching variables that will be used.

They will be matched by age, gender, zip code of residence, and other key characteristics

22. If you answered 'yes' to #20, briefly describe how the comparison group will be matched to the treatment group.

We will compile the characteristics of youths who entered the Santa Barbara County Juvenile Probation system in the Santa Maria area during the 1994-1996 time period. From this pool, we will randomly select a comparison group matched by age, gender, zip code of residence, and other key characteristics. Justice system contacts after release from the camp for treatment and comparisons groups will be compared.

23. If you answered 'no' to #20, briefly describe why you believe that the treatment and comparison groups will possess the necessary comparability.

N\A

24. How many subjects will participate in the comparison group during the entire course of the program?

208

TREATMENT GROUP

25. Briefly describe the process for identifying and assigning treatment-group subjects.

Youth in the Santa Maria area meeting criteria will be targeted for treatment.

26. List the criteria for participation that must be met by the treatment group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).

Returning to the Santa Maria area from placement in Los Prietos Boy's Camp, the Tri-Counties Boot Camp, private placements, groups homes or foster care, or other institutional care.

27. List any other independent varialbes that you will be collecting for treatment group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).

Educational performance. Achivevment data. Child and family risk factors. Individual and family demographic variables. Juvenile Justice contracts/records. Child and family strengths.

28. How many subjects will participate in the treatment evaluation research samples?

208

DESCRIPTION OF THE INTERVENTIONS

29. List the interventions that only the treatment group will receive (interventions that are not received by the comparison group). Next to each intervention, state in measurable terms, the goals of the intervention. For example, a goal might be: "to improve reading level of program participants."

Day Report Center. Immediate transitional schooling for youth returning to the community - increase school attendance and promotion to the next grade level. After School Program - Decrease law violations. School Liaison/Tutoring - Increase academic performance/decrease disciplined incidents. Job Placement. Independent living/life skills/job search training 58-hour life skills and job skill training, and job placement services - provide job placement, increase career development activities. Multi-cultural rites of passage curriculum (Los Compadres program) and group mentioning program - increase in transitions in stable life-style decreased gang membership. Outpatient drug and alcohol treatment - elimination of alcohol and/or drug use, increased social skills. Mental health counseling - decrease out of home placement/improve family management skills, decrease family conflice and decrease law violation. Intensive supervision and guidance by the juvenile probation authorities - deter high risk offenders from further involvement in the juvenile justice system, decrease in freqency and severity of subsequent law violations.

30. List the interventions that only the comparison group will receive (interventions that are not received by the treatment group).

In the course of assessing the historical records the comparison group interventions will be documented.

31. List the interventions that both the treatment and comparison groups will receive (i.e., in what ways, in terms of interventions, will the treatment and control subjects be treated in the same).

In the course of assessing the historical records these interventions will be documented.

CONTACT INFORMATION FOR THIS PROGRAM

1. County	Santa Barbara
2. Program Name	Early Intervention Program
3. Mailing Address	Santa Barbara County Probation Department, 2121 S. Centerpoint Parkway, Santa Maria, CA 93455
4. Research Manager	Frank Scozzari
5. Research Manager's Phone	805-739-8607
6. Person responsible for Data Tracking	Dennis Bougher
7. Phone/Fax of Data Tracker	805-739-8518 **FAX** 805-739-8601
8. Contract Researcher(s)	Michael Furlong, Ph.D. and Manuel Casas, Ph.D. 805-893-3383

THE PROGRAM

9. Briefly describe interventions that will be used in this program.

Interagency Early Intervention Project will implement a community-based intervention program which addresses the risk factors and includes: mentoring; drug & alcohol treatment; after school programs; a job apprenticeship program; family counseling, support groups and parenting education; educational support and tutoring; and a restorative justice program.

10. Briefly describe, in general terms, the expected beneficial effects of the program (especially the benefits as they relate to what you are going to measure; e.g., if the primary dependent variable is "grade point average," then the goal would be to improve the grade point average.

At the macro level, program is expected to deter first-time, high risk offenders from further involvement in the juvenile justice system. At the micro level (1) decreasing the magnitude of risk factors, anticipated benefit includes a decrease in frequency and severity of subsequent law violations, suspensions, behavior referrals, gang membership, and out of home placement and; (2) increasing protective factors such as, successful completion of probation, school attendance/performance, promotion to the next grade level, completion of restitution, and completion of community service work. This component is expected to have a primary impact on countywide juvenile crime indicators. We plan to gather monthly juvenile crime data for five years prior to implementation of this component and for the duration of the program. By using time-series analyses, we will evaluate changes in amount (level) and patterns (trend) of juvenile crime Santa Maria area. We will gather this data across the entire county and for the 3 geographically separate population foci in the County.

11. Name and briefly describe the type of research design that you intend to use to determine whether or not this program produces the desired outcomes.

A longitudinal within-subjects repeated measure design will be used to examine desired outcomes with participants acting as their own controls. The within subject repeated measures will assess the impact of the intervention at specific time intervals (e.g., intake, and at subsequent annual anniversaries).

12. Briefly describe the process evaluation research that you intend to conduct.

Process evaluation will assess the extent to which the program was implemented as planned by analyzing and describing the planning and implementation phases of the program. Also, the process evaluation will describe the profile of the clients. The characteristics of clients who are more likely to complete the treatment program, the cluster of activities that are associated with identified milestones toward progress along a continuum of care.

COMPARISON GROUP

13. Will there be a comparison group?

Yes

14. If you answered 'no' to #13, how will the effectiveness of the program be evaluated?

N/A

15. Will the treatment and comparison group subjects be randomly assigned from the same pool of subjects?

No

16. If you answered 'no' to #15, what kind of comparison group will you use?

Compile a matched comparison group randomly selected from the archival data of all youths who entered the Santa Barbara County Juvenile Probation system in the Santa Maria area during 1994-1996 time period.

17. Briefly describe the process for identifying and assigning the comparison group subjects.

We will compile the characteristics of youths who entered the Santa Barbara County Juvenile Probation system in the Santa Maria area during the 1994-1996 time period and compile their probation history for the first 3 years post-probation contact. From this pool, we will randomly select a comparison group matched by age, gender, zip code of residence, and other key characteristics including first-time or subsequent offenders and youth who were assessed as high risk.

18. List the criteria for participation that must be met by the comparison group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).

Comparison group subjects must be youths who entered the Santa Barbara County Juvenile Probation system in the Santa Maria area during 1994-1996 time period.

19. List any other independent variables that you will be collecting for the comparison group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).

Age, Gender, Educational Placement, Zip Code of Residence

20. Will the comparison group be matched to the treatment group in terms of any variables?
Yes

21. If you answered 'yes' to #20, list the matching variables that will be used.
They will be matched by age, gender, zip code of residence, & other key characteristics.

22. If you answered 'yes' to #20, briefly describe how the comparison group will be matched to the treatment group.
We will compile the characteristics of youths who entered the Santa Barbara County Juvenile Probation system, in the Santa Maria area, during the 1994-1996 time period. From this pool, we will randomly select a comparison group matched by age, gender, zip code of residence, and other key characteristics.

23. If you answered 'no' to #20, briefly describe why you believe that the treatment and comparison groups will possess the necessary comparability.
N/A

24. How many subjects will participate in the comparison group during the entire course of the program?
250

TREATMENT GROUP

25. Briefly describe the process for identifying and assigning treatment-group subjects.
Youths from the Santa Maria area meeting criteria will be targeted for treatment.

26. List the criteria for participation that must be met by the treatment group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).

The criteria include a new referral to the Probation Department for having committed a first offense, or a subsequent referral who has not previously received a probation intervention, and who are assessed as high risk.

27. List any other independent varialbes that you will be collecting for treatment group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).

    Age, Gender, Educational Placement, Zip Code of Residence

28. How many subjects will participate in the treatment evaluation research samples?

    250

DESCRIPTION OF THE INTERVENTIONS

29. List the interventions that only the treatment group will receive (interventions that are not received by the comparison group). Next to each intervention, state in measurable terms, the goals of the intervention. For example, a goal might be: "to improve reading level of program participants."

    School Liaison/Tutoring - increase academic performance/decrease disiplined incidents. Mental Health - improve family management skills, decrease family conflict & decrease law violations. Job Apprenticeship Program - provide job placement, increase career development activities. Mentoring - decrease law violations. Drug & Alcohol Treatment - reduce or eliminate alcohol &/or drug use. Early Risk Assessment - provide appropriate services for minor and family. Family Counseling, Support Groups & Parenting Education - decrease out-of-home placement & improve family management skills, decrease family conflict & decrease law violations. After School Program - decrease law violations. Restorative Justice - completion of restitution & community service work.

30. List the interventions that only the comparison group will receive (interventions that are not received by the treatment group).

    In the course of assessing the historical records the comparison group interventions will be documented.

31. List the interventions that both the treatment and comparison groups will receive (i.e., in what ways, in terms of interventions, will the treatment and control subjects be treated in the same).

    In the course of assessing the historical records these interventions will be documented.

CONTACT INFORMATION FOR THIS PROGRAM

1. County	Santa Barbara	
2. Program Name	Family Based Intervention Program	
3. Mailing Address	Santa Barbara County Probation Department, 2121 S. Centerpoint Parkway, Santa Maria, CA 93455	
4. Research Manager	Frank Scozzari	
5. Research Manager's Phone	805-739-8607	
6. Person responsible for Data Tracking	Dennis Bougher	
7. Phone/Fax of Data Tracker	805-739-8518	**FAX** 805-739-8601
8. Contract Researcher(s)	Michael Furlong, Ph.D., Manuel Casas, Ph.D. 805-893-3383	

THE PROGRAM

9. Briefly describe interventions that will be used in this program.

The Family Based Supervision Project will utilize a single Family Probation Officer (with a caseload size of approximately 20 families to 1 Probation Officer) to provide family-focused supervision and a single service plan for the family that includes (1) mandating family members to participate jointly in intervention/treatment, and; (2) broker services to the family focusing them toward a common goal, and advocating for the family. The Officer will be paired with a Family Mentor who will provide peer support, transportation, respite care, assistance in organizing a multifamily support group, link families to job placement services, and provide other non-traditional services to the family.

10. Briefly describe, in general terms, the expected beneficial effects of the program (especially the benefits as they relate to what you are going to measure; e.g., if the primary dependent variable is "grade point average," then the goal would be to improve the grade point average.

This program is expected to break the intergenerational cycle of crime for juvenile probation cases in which youth reside in a household with a parent on probation by providing family-focused supervision. Additionally, the program will assist families in becoming more self sufficient through linkage to employment training and placement services.

11. Name and briefly describe the type of research design that you intend to use to determine whether or not this program produces the desired outcomes.

A longitudinal within-subjects repeated measure design will be used to examine desired outcomes with participants acting as their own controls. The within subject repeated measures will assess the impact of the intervention at specific time intervals (e.g., intake, and at subsequent annual anniversaries).

12. Briefly describe the process evaluation research that you intend to conduct.

Process evaluation will assess the extent to which the program was implemented as planned by analyzing and describing the planning and implementation phases of the program. Also, the process evaluation will describe the profile of the clients. The characteristics of clients who are more likely to complete the treatment program, the cluster of activities that are associated with identified milestones toward progress along a continuum of care.

COMPARISON GROUP

13. Will there be a comparison group?

Yes

14. If you answered 'no' to #13, how will the effectiveness of the program be evaluated?

N/A

15. Will the treatment and comparison group subjects be randomly assigned from the same pool of subjects?

No

16. If you answered 'no' to #15, what kind of comparison group will you use?

Due to pragmatic and ethical reasons, a randomized control/ comparison group is not feasible. In addition, this component will serve approximately 20 intergenerational probation families in the Santa Maria area. Because most intergenerational families will participate in this component, no comparable comparison groups can be obtained in the Santa Maria area. However, the number of families participating at any given time will be approximately 20 to 25. This will allow us to gather detailed information about justice contacts, mental health history, family functioning, and educational performance. We plan to conduct ethnographic case studies of these families.

17. Briefly describe the process for identifying and assigning the comparison group subjects.

We will compile the characteristics of youths who entered the Santa Barbara County Juvenile Probation system in the Santa Maria area during the 1994-1996 time period and compile their probation history for the first three years post-probation contact. From this pool, we will randomly select a comparison group matched by age, gender, zip code of residence, and other key characteristics.

18. List the criteria for participation that must be met by the comparison group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).

Youth on Probation in Santa Maria area during 1994-1996 time period residing in a household with a parent on probation, parole or with a criminal history.

19. List any other independent variables that you will be collecting for the comparison group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).

Educational performance/achievement. Achievevment data. Child and family risk factors. Individual and family demographic variables. Juvenile justice contacts and history. Child and family strengths

20. Will the comparison group be matched to the treatment group in terms of any variables?

Yes

21. If you answered 'yes' to #20, list the matching variables that will be used.

They will be matched by age, gender, zip code of residence, & other key characteristics.

22. If you answered 'yes' to #20, briefly describe how the comparison group will be matched to the treatment group.

We will compile the characteristics of youths who entered the Santa Barbara County Juvenile Probation system, in the Santa Maria area, during 1994-1996 time period. From this pool, we will randomly select a comparison group matched by age, gender, zip code of residence, and other key characteristics.

23. If you answered 'no' to #20, briefly describe why you believe that the treatment and comparison groups will possess the necessary comparability.

N/A

24. How many subjects will participate in the comparison group during the entire course of the program?

50

TREATMENT GROUP

25. Briefly describe the process for identifying and assigning treatment-group subjects.

Juvenile probation cases from the Santa Maria area meeting criteria will be targeted for treatment.

26. List the criteria for participation that must be met by the treatment group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).

Youth on Probation in Santa Maria area residing in a household with a parent on probation, parole or with a criminal history.

27. List any other independent varialbes that you will be collecting for treatment group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).

Educational performance/achievement. Achivevment data. Child and family risk factors. Individual and family demographic variables. Juvenile justice contacts and history. Child and family strengths

28. How many subjects will participate in the treatment evaluation research samples?

50

DESCRIPTION OF THE INTERVENTIONS

29. List the interventions that only the treatment group will receive (interventions that are not received by the comparison group). Next to each intervention, state in measurable terms, the goals of the intervention. For example, a goal might be: "to improve reading level of program participants."

Increase social skills, job skills, independent living skills, job placement. A single Family Probation Officer assigned to the family to provide intensive family-focused supervision. Officer will be paired with a Family Mentor who will provide peer support, transportation, respite care, assistance in organizing a multi-family support group, link families to job placement services, & provide other non-traditional services to the family. Decrease or eliminate alcohol and/or drug use. Increase family's level healthy functioning & self-sufficiency, decrease family conflict, increase family management skills increaes adult offenders days of work. Supervision & a single service plan for the family which will include mandating family members to participate jointly in intervention/treatment & broker services to the family focusing them toward a common goal, & advocating for the family as a system. Increase successful completion fo probation, decrease freqency & severity of subsequent law violations, decrease state institutional commitments for adult offenders, increase compliance of adult offender in counseling programs/adult education. Leverage adult probationer's conditions of probation, if necessary, to encourage participation in family rehabilitation.

30. List the interventions that only the comparison group will receive (interventions that are not received by the treatment group).

In the course of assessing the historical records the comparison group interventions will be documented.

31. List the interventions that both the treatment and comparison groups will receive (i.e., in what ways, in terms of interventions, will the treatment and control subjects be treated in the same).

In the course of assessing the historical records these interventions will be documented.

CONTACT INFORMATION FOR THIS PROGRAM

1. County	Santa Barbara	
2. Program Name	Truancy Intervention and Parent Accountability	
3. Mailing Address	Santa Barbara County Probation Department, 2121 S. Centerpoint Parkway, Santa Maria, CA 93455	
4. Research Manager	Frank Scozzari	
5. Research Manager's Phone	805-739-8607	
6. Person responsible for Data Tracking	Dennis Bougher	
7. Phone/Fax of Data Tracker	805-739-8518	**FAX** 805-739-8601
8. Contract Researcher(s)	Michael Furlong, Ph.D., Manuel Casas, Ph.D. 805-893-3383	

THE PROGRAM

9. Briefly describe interventions that will be used in this program.

The Truancy Intervention and Parent Accountability Program will establish contact witht the family, provide an assessment of the needs of the truant and his/her family, close monitoring of progress, and swift and certain graduated responses up to and including parental prosecution when appropriate.

10. Briefly describe, in general terms, the expected beneficial effects of the program (especially the benefits as they relate to what you are going to measure; e.g., if the primary dependent variable is "grade point average," then the goal would be to improve the grade point average.

Anticipated benefits include a reduction in truancy in the Santa Maria area. We will collect attendance information for all districts serving the Santa Maria area. Historical and current data will be gathered. It is anticipated that overall attendance will increase and unexcused absences will decrease when compared to historical patterns. This component is expected to have a primary impact on countywide juvenile crime indicators. We plan to gather monthly juvenile crime data for 5 years prior to implementation of this component and for the duration of the program. By using time-series analyses, we will evaluate changes in amount (level) and patterns (trend) of juvenile crime Santa Maria area. We will gather this data across the entire county and for the 3 geographically separate population foci in the County.

11. Name and briefly describe the type of research design that you intend to use to determine whether or not this program produces the desired outcomes.

A longitudinal within-subjects repeated measure design will be used to examine desired outcomes with participants acting as their own controls. The within subject repeated measure will assess the impact of the intervention at specific time intervals (e.g., intake entry to step 3 and higher, and subsequent annual program anniversaries).

12. Briefly describe the process evaluation research that you intend to conduct.

Process evaluation will assess the extent to which the program was implemented as planned by analyzing and describing the planning and implementation phases of the program. Also, the process evaluation will describe the profile of the clients. The characteristics of clients who are more likely to complete the treatment program, the cluster of activities that are associated with identified milestones toward progress along a continuum of care.

COMPARISON GROUP

13. Will there be a comparison group?

No

14. If you answered 'no' to #13, how will the effectiveness of the program be evaluated?

Truancy component involves a series of graduated responses to chronic levels of unexcused absences from school. We will gather basic descriptive information for all youths involved in Steps 1 & 2. Most of these youths will require no additional intervention. If they do require any or all of steps 3-5, we will collect more detailed information about their characteristics and needs. Detailed educational information will be monitored for all youths who enter steps 3 and higher. These attendance and school performance indicators will be gathered for historical and current time periods.

15. Will the treatment and comparison group subjects be randomly assigned from the same pool of subjects?

No

16. If you answered 'no' to #15, what kind of comparison group will you use?

Due to pragmatic and ethical reasons, a randomized control/comparison group is not feasible. In addition, the real test of program effectiveness is whether or not a specific youth attends school regularly and at higher level than prior to involvement in the Truancy component. We will gather information about historical school attendance patterns in all district serving the Santa Maria area. In addition, we will be able to gather the same information for other comparison districts in Santa Barbara County. An examination of these trends should allow for making a comparison.

17. Briefly describe the process for identifying and assigning the comparison group subjects.

N/A

18. List the criteria for participation that must be met by the comparison group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).

    N/A

19. List any other independent variables that you will be collecting for the comparison group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).

20. Will the comparison group be matched to the treatment group in terms of any variables?

    No

21. If you answered 'yes' to #20, list the matching variables that will be used.

    N/A

22. If you answered 'yes' to #20, briefly describe how the comparison group will be matched to the treatment group.

    N/A

23. If you answered 'no' to #20, briefly describe why you believe that the treatment and comparison groups will possess the necessary comparability.

    N/A

24. How many subjects will participate in the comparison group during the entire course of the program?

    0

TREATMENT GROUP

25. Briefly describe the process for identifying and assigning treatment-group subjects.

    Secondary school students from Santa Maria area schools who meet criteria for participation.

26. List the criteria for participation that must be met by the treatment group subjects (e.g., age, probation status, gender). Next to each, list the level of the variable that will be used for subject selection (e.g., age 12 or higher, ward of the probation department, males).

    Number of unexcused absences:
    Step 1: 1-3 unexcused absences
    Step 2: 4-6 unexcused absences
    Step 3: 7 unexcused absences - Mediation Team
    Step 4: 8 unexcused absences - SARB referral
    Step 5: Court Intervention

27. List any other independent varialbes that you will be collecting for treatment group (e.g., risk assessment score, legal history, grade point average, school attendance, drug use).

28. How many subjects will participate in the treatment evaluation research samples?
   562

DESCRIPTION OF THE INTERVENTIONS

29. List the interventions that only the treatment group will receive (interventions that are not received by the comparison group). Next to each intervention, state in measurable terms, the goals of the intervention. For example, a goal might be: "to improve reading level of program participants."

Multi-agency truancy mediation meeting with individual youth & parents address habitual truancy. Referral to probation and for a W&I 601 petition, if necessary, prosecution of youth and/or parents. SARB hearing including mandate for family to attend services as truancy intervention. Assess the needs of the youth and the family. Indentification of continued truances & notification of parents by letter from the DA mandating their attendance at an evening meeting to discuss legal responsibilities & information of available resources. Identification of truants & notification of parents by letter. Mandate services to address these needs and execute a contract with the youth and parents. Announcement of new truancy policies.

30. List the interventions that only the comparison group will receive (interventions that are not received by the treatment group).

N/A

31. List the interventions that both the treatment and comparison groups will receive (i.e., in what ways, in terms of interventions, will the treatment and control subjects be treated in the same).

N/A